



Equality and Diversity Policy

'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'

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Introduction

Equality of opportunity at Braywood School is about fairness and excellence for all in order to promote the highest possible standards of achievements. Equality of opportunity applies to all members of the school community pupils, staff, governors, parents and community members and at any time of the school day.

"In the most effective schools, the headteacher and governors establish a clear vision, rooted in an unwavering commitment to ensure the success of every pupil. Equality of opportunity is at the heart of this vision, with an insistence that all pupils will do well." Sir Michael Wilshaw

Our aims are designed to ensure that the school meets the needs of all, taking account of gender, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in the multi-ethnic society.

These values are based on the core Christian values and ethos as expressed in the school's aims/mission statement and apply to every activity the school undertakes and in every guise. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the child, the UN Convention on the Rights of People with disabilities and the Human Rights Act 1998.

This policy is in accordance with The Equality Act 2010, which replaced all previous legislation in relation to equal opportunities. In line with that legislation, it seeks to ensure that this school provides equal opportunity for all children and adults, giving due regard to groups with 'protected characteristics', in terms of gender, race, disability, sexual orientation, religion/belief, age, gender reassignment, pregnancy/maternity and marriage/civil partnership, in accordance with the Act.

Aims

To ensure our school safeguards and promotes the welfare of all children, we are committed to achieving the following aims:

- We aim to act positively and have due regard to the need to challenge and eliminate unlawful discrimination - within both our school and our community.
- We aim not to discriminate against anyone, be they staff, pupil or parent, on the grounds of gender, race, disability, sexual orientation, religion/belief, age, level of educational need or background.
- We aim to promote the principle of fairness and justice for all through the education that we provide in our school. We recognise that doing this may entail treating some pupils differently.
- We seek to ensure that all pupils have equal access to the full range of educational opportunities provided by the school.
- We constantly strive to remove any forms of indirect discrimination that may form barriers to learning for some groups of pupils.
- We aim to ensure that all recruitment, employment, promotion and training processes are fair to all, and provide opportunities for everyone.
- We aim to challenge personal prejudice and stereotypical views whenever they occur.
- We value each pupil's worth, celebrating the individuality and cultural diversity of our school community, and showing respect for all minority groups.
- We are aware that prejudice and stereotyping are often caused by poor self-image. Through positive educational experiences, and support for each individual's legitimate point of view, we aim to promote positive social attitudes and respect for all.

Key Contacts

Position	Name	Contact Details (email/phone)
Designated Welfare Lead	Susan Calvert	Braywood@rbwm.org.uk

Roles and Responsibilities

All members of staff within our school have a role to play in promoting the welfare of all children in relation to equal opportunities. Specific members of staff also have additional roles and responsibilities too. Guidance is in our Staff Code of Conduct Policy. This section outlines our school's expectations of our staff.

School Ethos

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

The school opposes all forms of racism, harassment, prejudice and discrimination. The school publicly supports diversity and actively promotes good personal and community relations. Diversity is recognised as having a positive role to play within the school.

Staff foster a positive attitude of mutual respect and trust among pupils from all ethnic groups. The school enables pupils and staff to celebrate festivals and other events relevant to their particular faith and actively encourage all pupils to understand these.

Clear procedures are in place to ensure that staff deal with all forms of bullying and harassment promptly, firmly and consistently. Actions taken are in line with relevant LEA policies and guidance such as those for anti-bullying and dealing with racist incidents.

The role of the class teacher

Class teachers do their best to ensure that all pupils are treated fairly and with respect. When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups, or of boys and girls. All staff ensure that the language they use does not reinforce stereotype or prejudice.

We seek to implement this policy when designing schemes of work, both in our choice of topics to study, and in how we approach sensitive issues. So, for example, history topics include examples of the significant contributions women have made in this country's history. In geography, the teacher attempts to counter stereotypical images of Africa and Asia, and to show the true diversity of development in different parts of the world.

All our teachers and support staff challenge any incidents of prejudice or racism. We record any incidents in the school logbook and draw them to the immediate attention of the headteacher.

The role of the Headteacher

It is the Headteacher's role to:

- Ensure that the school's policy on Equal Opportunities is implemented effectively;
- Ensure that all staff are aware of the school policy on Equal Opportunities, and that teachers apply these guidelines fairly in all situations;
- Ensure that all appointments panels give due regard to this policy, so that no one is discriminated against;
- Promote the principle of equal opportunity when developing the curriculum for pupils, and in providing opportunities for professional development for staff;
- Promote respect for other people in all aspects of school life; in school assemblies, for example, respect is a key Christian value adopted by the school.
- Manage all incidents of unfair treatment, and any racist incidents, with due seriousness, and in line with this policy.

The role of Governors

In this policy statement, the governing body has set out its commitment to equal opportunities and accessibility, and it will continue to do all it can to ensure that all members of the school community are treated both fairly and equally.

The Governing Body collects, analyses and evaluates a range of school data. We check that all pupils are making the best possible progress and that no group of pupils is underachieving. To do this we monitor:

- Admissions;
- Attainment;
- Exclusions, rewards and sanctions;
- Parents' and pupils' questionnaires.

The Governing Body seeks to ensure that people from the 'protected groups' as defined by The Equality Act 2010 (see above) are not discriminated against when applying for jobs at our school. The governors welcome all applications to join the school, whatever background or minority group a child may come from. The governors take all reasonable steps to ensure that the school environment properly accommodates people with disabilities.

The Governing Body ensures that no child is discriminated against whilst in our school on account of their gender, religion or race. So, for example, all children have access to the full range of the curriculum, and regulations regarding school uniform will be applied equally to boys and girls. If a child's religion has a bearing on school uniform, then the school will deal with each case sensitively, and with respect for the child's cultural traditions.

Types of Discrimination

Racial Equality including Culture, Religion and Beliefs

It is our school policy to incorporate a balanced view of the world through a multi-cultural approach and recognise that our pupils are world citizens who will meet a wide variety of cultures throughout their lives. In our school we will:

- Strive to eliminate all forms of racism and racial discrimination;
- Promote equality of opportunity, regardless of race, ethnicity or religion;
- Promote good relations between people of different racial and ethnic groups;
- Seek to educate pupils in a manner which promotes community cohesion in a multi-cultural society.

We do not tolerate any forms of racism or racist behaviour. Should a racist incident occur, we would deal with it in accordance with school procedures. We work hard to make our school and its environment welcoming to all minority groups. We promote an understanding of diverse cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, in RE pupils learn about a wide range of religious festivals.

Transgender

Gender is often an important part of an individual's identity and developing a positive sense of gender identity is part of growing up. According to the Trans Gender Bill of Human Rights 2016 practice to support any transgender pupils is embedded in the fundamentals of discrimination and builds on best practice to eliminate discrimination, harassment and victimisation; advance equality of opportunity and foster good relations. No pupil should be subjected to comments if they do not fall into expected stereotypes.

Disability Non-Discrimination

The Disability and Discrimination Act states “a person suffers from a disability (if he or she has a physical or mental impairment) which has a substantial and long-term adverse effect on his or her ability to carry out day-to-day activities”. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on pupils’ everyday lives

Disability is not the same as special educational needs: not all children who are defined as having a disability have special educational needs, and vice versa.

It is our school policy that:

- Children should not be treated in any way differently to others due to their individual physical disabilities and needs.
- A provision should be made for the individual special needs of any disabled children within our school community.
- A physically disabled child has a right to take part in all activities within the school environment in so far as their individual disability allows them to do so.
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Gender Equality

We aim to promote non-sexist attitudes in both children and staff and allow children equal access to opportunities, which will equip them for adult life, and to achieve challenging expectations. This involves work towards the eradication of sexual stereotyping. We are committed to seeing all individuals and groups of pupils making the best progress possible in our school. We realise that although gender is one of the key factors affecting educational performance, it affects different sub-groups of boys and girls in different ways.

Social class, ethnic origin and local context are all strongly linked to the relative achievement of boys and girls. We also seek to ensure that policies designed to improve the attainment of one gender group does not do so at the expense of the other. We strive to ensure that children should not be treated in any way differently because of an assumed social class and that assumptions will not be made as regards class difference.

Measures to ensure that boys and girls have equality of access to the school’s curriculum may include:

- Ensuring that early literacy skills are promoted in all activities in the Early Years Foundation Stage;
- Ensuring that the starting points for writing activities capture the interests and imagination of boys and girls alike;
- Removing gender bias from our resources and ensuring, for example, that fiction books capture boys’ interest;
- Employing a variety of activities, and include a kinesthetic element;
- Making sure that our school environment promotes positive male role models, in relation to learning and achievement;
- Boys and girls football, rugby, judo clubs;
- Ensuring that mathematical and scientific subject matter is relevant to real life situations and problems;
- Beginning lessons by clarifying the learning intentions, and giving the 'big picture';
- Minimising female stereotyping and learning about female role models, for example, in the realms of science, technology and sport;

Good Practice

Curriculum

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background, including those identified as having special educational needs. All children have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them, and to be fully included in all aspects of school life. Braywood sees the inclusion of children identified as having special educational needs as an equal opportunities issue.

The school monitors and evaluates its effectiveness in providing an appropriate curriculum for pupils of all backgrounds. Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral social and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes. Extra curriculum activities/study support activities and special events cater for the interests and capabilities of all pupils and take account of parental concerns related to religion and culture.

Teaching and Learning

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways, which take account of their varied life experiences and needs. At Braywood we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every child to achieve to his or her full potential. Categories may include:

- Boys and girls;
- Pupils learning English as an additional language;
- Pupils from minority ethnic groups;
- Pupils who are gifted and talented;
- Pupils with special educational needs;
- Pupils who are looked after by the local authority;
- Pupils who are at risk of disaffection and exclusion;

We pay particular attention to the provision for and the achievement of different groups of learners. Every child has an entitlement to a positive, helpful learning environment, with carefully planned work, which matches individual needs, in order that they may reach their potential. This will be through differentiated planning by class teachers, Learning Skills teachers, and support staff as appropriate. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process. For more details see the SEN policy.

All pupils have access to the mainstream curriculum. Teaching is responsive to pupils' different learning styles and takes account of pupils' cultural backgrounds and linguistic needs. Teachers take positive steps to include all groups or individuals. Pupil grouping in the classroom is planned and varied.

Opportunities are provided for pupils to appreciate their own culture and celebrate the diversity of other cultures. Educational visits and extra curricular activities are provided that reflect all pupils backgrounds. Our International Primary Curriculum supports this process as children learn about many different cultures and beliefs. Materials and resources are used that reflect a range of cultural backgrounds without stereotyping.

Good Classroom Practices include

- Listing pupils' names alphabetically or by age
- Offer pupils equal access to their time and attention, use of resources etc
- Monitor learning resources to ensure it is appropriate to individual needs

- Declaring equal expectations of males and females and setting similar learning outcomes for pupils of similar abilities
- Using a range of teaching and learning styles to suit the different needs of pupils taking account of different paces, styles of learning, capabilities, interests and experiences of pupils
- Establishing a range of different groupings, sometimes mixed, sometimes single-sex for practical, oral and problem-solving activities
- Monitoring the respective roles of males and females in different groupings i.e. passive or active?)
- Ensuring that visual displays and teaching materials do not contain bias
- Avoiding stereotyping in “task” distribution
- Ensuring equality of praise, reprimands or sanctions

Assessment, Pupil Achievement and Progress

All pupils have the opportunity to achieve their highest standards. The school ensures that assessment is free of gender, cultural and social bias, and that assessment methods are valid. Staff have very high expectations of all pupils and they continually challenge them to extend their learning and achieve higher standards. The school recognises and values all forms of achievement.

Self-assessment provides all pupils with opportunities to take responsibility for their own learning through regular reflection and feedback on their progress. Staff use a range of methods and strategies to assess pupils’ progress.

Admissions and Attendance

The admissions process is monitored to ensure that it is administered fairly and consistently to all pupils, so that pupils from particular groups are not disadvantaged. Comprehensive information about pupils’ ethnicity first language, religion, physical needs, diet etc. is included in all admissions forms.

Partnership with Parents and the Community

The school works in partnership with parents and the community to develop positive attitudes to diversity and to address specific incidents. Parents are encouraged to participate at all levels in the full life of the school. Progress reports to parents are accessible and appropriate, in order to ensure that all parents have the opportunity to participate in the dialogue.

The school takes steps to encourage the involvement and participation of under represented groups of parents and sections of the community. Meetings for parents are made accessible for all. Parental involvement is monitored to ensure the participation of all groups.

Staffing: Recruitment and Professional Development

Steps are taken to ensure that everyone associated with the school is informed of the contents of this policy. New staff are familiar with it as part of their induction process. The skills of all staff, including support and part-time staff are recognised and valued. All staff are given status and support and encouraged to share their knowledge.

Appendix A: Specific Area of Discrimination

Bullying

At Braywood School we believe that all pupils have a right to learn in a supportive, caring, safe environment without the fear of being bullied. Any incident of harassment is unacceptable in our school. We expect high standards of behaviour from all our pupils. The school's procedure for managing behaviour is fair and applied equally to all. All staff operate consistent systems of rewards and discipline. All forms of harassment are recorded, monitored and dealt with in line with relevant school policies. Pupils, staff and parents are aware of procedures for dealing with harassment. They know that any language or behaviour, which is damaging to any minority group, is always unacceptable.

Definition

Bullying can be described as being a deliberate and repeated act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Incidents could take the form of physical assault, verbal abuse, and damage to a pupil's property or lack of co-operation in a lesson. Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focusing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet e.g. email & internet, mobile threats by text or calls, photos etc

No child, young person or adult should have to tolerate bullying behaviour in our school whether by pupils, parents or other staff. It is everyone's responsibility to safeguard him or her against such incidents and to deal with them quickly and effectively. We are a **TELLING** school.

Strategies for preventing bullying in school

To reinforce the school ethos we will discuss bullying regularly in our assemblies, circle time, PSHE lessons, or if bullying occurs. We have a set of school rules, all children sign a behavioural contract and actively demonstrate how to deal with bullies e.g. stories, role play, ICT and discussions with visitors (NSPCC).

- Remind children that silence is the bully's greatest weapon.
- Remember you do not deserve to be bullied, it is wrong.
- Be proud of who you are. It is good to be you.
- Try not to show the bully you are upset - bullies thrive on fear.
- Stay with a group of friends/people. Safety in numbers.
- Be assertive - shout 'no.' Walk confidently away. Go straight to a member of staff.
- Fighting back may make things worse.
- Generally it is best to tell an adult straight away.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is unwilling to go to school, cries themselves to sleep at night, has nightmares, feels ill in the morning
- Becomes withdrawn anxious, or lacking in confidence, starts stammering
- Begins to do poorly in school work
- Has unexplained cuts or bruises, stops eating
- Becomes aggressive or unreasonable, and is frightened to say what's wrong

Role of Parents

We need the support of parents to record any changes in behaviour so we ask that parents:

- Offer to talk to our ELSAs (Emotional Support Assistants) if child is upset.
- Look out for unusual behaviour in their child, not wanting to attend school, regularly feeling ill, changes in personality etc.
- Take an active role in their child's education. Enquire how the day has been in school, who they have spent time with etc.
- If you feel your child has been a victim of bullying behaviour inform school immediately. Your complaint will be taken seriously and appropriate action taken.
- It is important that you do not advise your child to fight back. This can make matters worse.
- Tell your child that it is not their fault they are being bullied.
- Make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please contact the school to discuss the issues. We will deal appropriately with the issue.

Procedures if an incident occurs

Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- Stop the incident and comfort the pupil who is the victim;
- Reprimand the aggressor and inform the victim what action has been taken;
- If the incident is witnessed by other pupils, tell them why it is wrong;
- Report the incident to the Headteacher or deputy head teacher and inform him/her of the action taken;
- Inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book (kept in the main office);
- Inform both sets of parents, if appropriate.

All incidents should be reported to the Headteacher and any racial incidents are recorded and reported to the Governing Body and the LEA.

Children and staff should demonstrate respect for individuals and discourage stereotyped attitudes and behaviour. Teachers should intervene if children demonstrate through either their actions or their conversation, inside or outside the classroom, that their attitudes are biased.

Outcomes

- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
- In serious cases, suspension or even exclusion will be considered. The school will follow the RBWM procedures in this case.
- If possible, the pupils will be reconciled
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

There is a range of support material for parents who feel their child is being bullied in the office/website.

Monitoring and Evaluation

Regular assessments/scrutiny, school performance data, lesson observations and moderations track pupils' specific groups' progress as they move through the school. This allows us to take appropriate action to meet the needs of specific groups and to set targets in order to make the necessary improvements.

The governing body receives regular updates on pupil performance and behaviour information. Parents receive regular parents' evenings, days in school and surveys in order to ensure communication channels are open and transparent with regards our duty of care.

Race Equality

Introduction

This policy has been written to meet the school's statutory duty under the Race Relations Amendment Act 2000. Our school values the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest standards.

The general and specific duty requires us to have due regard to the need to:

- Eliminate racial discrimination;
- Promote equality of opportunity;
- Promote good relations between people of different racial groups.

The School's Commitment to Race Equality

We aim to make our school a place where everyone:

- Makes the school a place where everyone, irrespective of their race, colour, ethnic or national origin, feels welcomed and valued
- Recognises that Great Britain is a multi-cultural and multi-racial society in which adults and children of all races have the right to participate as full and equal members
- Provides a school environment where everyone is held to be of equal value
- Encourages each child to grow as an individual, but understanding that he/she lives in a multicultural society
- Promotes positive attitudes, treating all individuals with understanding respect
- Builds positive attitudes and respect for everyone opposes all forms of racism, racial prejudice and racial harassment.

Policy, Leadership and Management

The school aims statement includes a commitment to the promotion of equality of opportunity, tackling racial discrimination and promoting good race relations. All staff are responsible for dealing with racist incidents, and being able to recognise and tackle racial bias and stereotyping. The head teacher and the governing body are responsible for ensuring that the policy is communicated, implemented and monitored. Teachers, support staff, visitors, volunteers and members of the governing body have agreed this policy.

Any incident of racial harassment is unacceptable in our school. Incidents could take the form of physical assault, verbal abuse, and damage to a pupil's property or lack of cooperation in a lesson, due to the ethnicity of a pupil. Any adult witnessing an incident or being informed about an incident must follow these agreed procedures:

- Stop the incident and comfort the pupil who is the victim;
- Reprimand the aggressor and inform the victim what action has been taken;
- If the incident is witnessed by other pupils, tell them why it is wrong;
- Report the incident to the head teacher or deputy head teacher and inform him/her of the action taken
- Inform the class teacher(s) of both the victim and the aggressor, then record what happened in the incident book;
- Inform both sets of parents, if appropriate.

All racist incidents are recorded and reported to the Governing Body and LEA by the Headteacher.

Curriculum, Teaching and Assessment

The diversity of our society is addressed through our schemes of work that reflect the programs of study of the New National Curriculum and our International Primary Curriculum. Teachers are flexible in their planning and offer appropriate challenges, reflection and experiences to all pupils, regardless of ethnicity.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, teaching and learning will:

- Ensure equality of access for all pupils and prepare them for life in a diverse society;
- Use materials that reflect a range of cultural backgrounds, without stereotyping;
- Promote attitudes and value that will challenge racist behaviour;
- Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures;
- Seek to involve all parents in supporting their child's education;
- Provide educational visits and extra-curricular activities that reflect all pupil groupings;
- Take account of the performance of all pupils when planning for future learning and setting targets;
- **Make best use of all available resources to support the learning of all groups of pupils.**

Admission, Attendance, Discipline and Exclusions

The school is committed to ensuring that all processes are fairly applied. If ethnic discrepancies in attendance or exclusions become apparent then this will be addressed to discover causes and to seek positive ways forward.

Pupils' Personal Development, Attainment and Progress

Attainment is monitored across all subject areas for individual pupils. Under achievement is addressed with differentiated work, and where appropriate, with additional input by support staff for within the school and from outside agencies. Support is allocated and monitored by the SENCo in consultation with class teachers. Achievement of all students is celebrated in a number of ways, including stickers, awards, assemblies, etc.

Extra-curricular activities are open to all students who self select by aptitude, ability and personal preference.

Staffing - Recruitment, Training and Professional Development

In our school, we aim to tackle racial discrimination and promote equality of opportunity and good race relations across all aspects of school life. We do this by:

- Creating an ethos in which pupils and staff feel valued and secure;
- Building self esteem and confidence in our pupils, so that they can then use these qualities to influence their own relationships with others;
- Having consistent expectations of pupils and their learning;
- Removing or minimising barriers to learning, so that all pupils can achieve;
- Ensuring that our teaching takes into account the learning needs of all pupils;
- Actively tackling racial discrimination and promoting racial equality;
- Making clear to our pupils what constitutes aggressive and racist behaviour;
- Identifying clear procedures for dealing quickly with incidents of racist behaviour;
- Making pupils and staff confident to challenge aggressive and racist behaviour.

The school is required to supply the LA with employment data related to racial groups employed within the school. The recruitment process will be monitored to ensure that there is no ethnic bias. We are committed to attracting and developing a workforce on a basis of merit. Professional development opportunities are offered to all staff. The school will ensure that staff/governors have sufficient training to carry out their statutory duties.

Community Cohesion and British Values

There is a duty for schools to promote community cohesion under the Education and Inspections Act 2006. A key commitment of Braywood is to build and promote community cohesion within the school and wider community. The health, well-being and cohesion of our local community are important to us. By valuing and championing diversity, we lead the way in good practice and set an example for others to join us.

For schools, the term 'community' has a number of dimensions including: the school community, the community within which the school is located, the community of Britain and the global community. Our British Values are:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect.
- Tolerance of those of different faiths and beliefs.

The five British values are embedded into our curriculum through our Whole School Council Days, ethos and Christian values of the school and assemblies on the subject. All pupils should be aware of these statements.

The Governing Body will take positive steps to promote good community relations and we will work towards challenging any forms of prejudice towards groups and individuals. We will assess the impact of our community cohesion programme to determine adverse or differential impact on groups or individuals.

Engagement and Ethos

School to school:

We are always working towards broadening the ways that we work in partnership with other schools. Our Primary Link teacher, Headteacher and staff are constantly building relationships, which may enhance our curriculum or the children's learning experiences. Sharing facilities also provides a means for pupils to interact, as do opportunities for meaningful inter cultural activities such as sport and drama.

School to parents and the community:

Good partnership activities with the local and wider community include working together with community/faith representatives, for example through mentoring schemes or bringing community representatives into school to work with the pupils, ensuring that the pupil voice is heard and able to effect change. We try to maintain strong links and multi-agency working between the school and other local agencies, such as the youth support service, the police and social care and health professionals.

Our engagement with parents through coffee mornings, curriculum evenings, parent and child courses and family outreach work together with the provision of full extended services provision supports this.

School and the World

Through the implementation of the International Primary Curriculum and aiming for the International School Status will help the school address the global links for our learning curriculum and general outlook on life.

Disability Non-Discrimination

Introduction

Our school values the individuality of all our pupils, staff and parents. We ensure that all individuals are treated equally and our focus is to ensure that everyone has access to our learning community through our equality of provision and the removal of any barriers to learning. We endorse and accept the aims and objectives of the Disability Discrimination Act 1995 Part 4 (DDA) Code of Practice for schools.

The Disability Discrimination Act 1995 aims to:

- End discrimination against people with disabilities and
- Improve access in all areas of school life.

Since 2002, it has been unlawful for schools and Local Education Authorities to discriminate against pupils with disabilities in admissions, exclusions, and in education and associated services these are referred to as the 'Planning Duties'.

From 1st October 2004 it is unlawful to discriminate against people with disabilities by preventing them from having access to premises. Our school is required to make 'reasonable adjustments' to enable access. Schools are required to develop an Accessibility Plan. Our Accessibility Plan (incorporated into the School Improvement Plan) details the changes required to our buildings and to other aspects of our school, so that we fulfil our legal requirements, and remove barriers to inclusion for all pupils and staff with disabilities. The Accessibility Plan also covers the measures we have already taken, and are still taking, to improve our school. We will improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available.

Accessibility

The school must make reasonable adjustments to ensure that pupils, members of staff and parents are not disadvantaged. There are two exceptions to the reasonable adjustments that the school has to make:

- The provision of auxiliary aids or services
- Removal or alteration of physical features

A reasonable adjustment is defined as being 'any action that helps to alleviate a substantial disadvantage.' Examples may include:

- Minor alterations to the building for increased accessibility.
- Adapting the curriculum, electronic or other materials, or the delivery of teaching
- Providing additional services such as a sign language interpreter or materials in Braille
- Training staff to work with disabled people and to provide appropriate adjustments
- Providing information for all staff, including supply staff, working with the pupil.
- Ensuring that all staff understands the need for confidentiality.

Policy into Practice

The Disability Discrimination Act refers to the Governing Body as the 'responsible body'. The responsible body is liable for the actions of the school as a whole. The Governing Body and the Headteacher jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate. The Headteacher will ensure that all members of staff are aware of their responsibilities to all pupils without exception.

Accessibility Procedures

The Special Educational Need (SEN) code of practice (0-25) extends upon good practice outlined by The Equality Act 2010 and the SEN and Disability Act 2001.

- To not treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. All reasonable steps are taken to ensure that these children are not disadvantaged compared with non-disabled children.

The school is committed to providing an environment that allows disabled children and adults full access to the school premises and to all areas of learning. Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, ensure access, modify teaching materials, or offer alternative activities if children are unable to manipulate tools or equipment.

Monitoring and Review

Evaluations based on this data are reported to the Governing Body on an annual basis. The Governing Body has a responsibility for matters of disability discrimination. It is the Headteacher's responsibility to keep the Governing Body informed of any new regulations, and to ensure that the school regularly reviews its processes and procedures. The Headteacher implements the school's disability non-discrimination policy on a day-to-day basis. Parents or carers are asked to keep the school informed about any relevant issues, so that we can work towards resolving them.

Braywood has a full regularly reviewed Accessibility Policy and plan (see below), which states that we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Accessibility Plan

Objective	What	How (including budget)	When	Goal Achieved
<ul style="list-style-type: none"> Adhere with National guidelines and ensure high quality of provision Accessibility Plan in SIP to provide structures for excellence. Personal Educational Plans (SEND Skills Passport) 	<ul style="list-style-type: none"> Regular training sessions to keep abreast of recent changes. Increased awareness for staff Take advice from professionals to ensure learning environment is appropriate e.g. OT Physio Formalisation of Skills Passports for all statemented children including emergency plan. 	<ul style="list-style-type: none"> Review and monitor alongside annual monitoring of SIP. Mechanism for change through expert support and advice in passports Training sessions 	In relation to individual children's need and their SEND plan	<ul style="list-style-type: none"> Evidence in understanding and knowledge of staff. Use of SEND passports Increased provision for children.
<ul style="list-style-type: none"> Increase the extent to which disabled pupils participate in school's curriculum 	<ul style="list-style-type: none"> Ensure we focus on access when reviewing the subject areas & SEND. Timetabling issues to support physio or specialist help Plans for educational events and extended schools 	<ul style="list-style-type: none"> Use of specialists and ICT technology Deployment of learning support Peer support Review of curriculum planning 	On-going depending upon subject areas and needs of the specific child.	<ul style="list-style-type: none"> Review of school data and NC attainment targets Children's views SENCO understanding of children's abilities
<ul style="list-style-type: none"> Improving the physical environment of the school to increase access for disabled pupils if/when required e.g. ramps. Putting routine in place to minimise risk for SEND children Transport Plan to ensure accessibility for disabled children's families. 	<ul style="list-style-type: none"> Understanding of need and fundraising routes incl RBWM Access into classrooms e.g. routines in PEP in emergencies A range of tools to access the school e.g. ramps, handles etc. Transport plans e.g. disabled kiss and drop and pick up, review of disabled parking. Create a new toilet facility for use by disabled child if required. Review of year 1 toilet height 	<ul style="list-style-type: none"> Lighting, signage, new toilet area Ramps for wheelchair access if required Small equipment Handles in classroom and toilets Relate transport plan to all parents 	Small as required Large on SIP	<ul style="list-style-type: none"> Increased equality of access through parents, staff and children's views.
<ul style="list-style-type: none"> Improving the delivery of learning through support materials specific to their needs. 	<ul style="list-style-type: none"> Analyse individual needs through SEND training, professional help & parents. Work alongside Manor Green and their support services. 	<ul style="list-style-type: none"> Small equipment including slopes and chairs Timetables, audio or visual support incl. symbols 	As necessary	<ul style="list-style-type: none"> Increased equality of access through parents, staff and children's views.

Reporting Incidents

Braywood CE First School Record of Discrimination Incident and Actions Taken

Do you feel the behaviour was motivated by any of the factors listed below?

(Tick the relevant box)

Race or ethnicity		Gender or gender identity		SEN or disability	
Religion or belief		Age		Sexual orientation	
Appearance or health conditions		Home circumstances			

Name of person submitting report:

Position in school/academy:

Date of report:

Date of incident:

Details of the discrimination incident

Type of incident

(Highlight)

Offensive language (written or verbal)

Verbal abuse

Threatening behaviour

Physical assault

Harassment, bullying, victimisation

Damage to personal property

Incitement of others to behave in hateful way

Ridicule of cultural or physical difference

Damage to school property e.g. graffiti

Refusal to cooperate with others (because of religion, language, gender etc.)

Attempt to recruit others to racist organisations

Sharing information or actually involved with radicalised or extremist activity, in person, in a group or via social media

Other (please describe)

Victim Details

Victim's personal details e.g. name, dob, address etc.

Gender	Male		Female	
Indicate, if known, the racial or ethnic origin of the victim				
Is English the first language of the victim?	Yes		No	

Was the incident witnessed?

Yes

No

Details of witness/es and their reported account of the incident

Pupil Involvement

Details of the aggressors/participants/bystanders e.g. age, number, gender and ethnic background if known

Action Taken

Detail what action has been taken in response to the incident:

i Has an investigation been launched? (e.g. interview with the aggressor/s) **Yes** **No**

If Yes, give details;

ii Have referrals been made to any outside agencies? (e.g. police, NELC etc.) **Yes** **No**

If Yes, give details:

iii Has action has been taken in relation to the aggressor? (e.g. mentoring, warning, exclusion) **Yes** **No**

If Yes, give details:

- | | | | |
|----|---|------------|-----------|
| iv | Has any action been taken in relation to the victim?
(e.g. counselling, discussion with parent/carers) | Yes | No |
|----|---|------------|-----------|

If Yes, please give details:

- | | |
|---|---|
| v | What is the outcome of the incident? (e.g. are there any further actions to be undertaken, is the incident considered to be closed) |
|---|---|

Please give details:

Signed by:

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Date

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**Position in School/
Academy/College**

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Endorsed by:

--

Date

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**Head
teacher/Principal**

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